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NATIONAL CONGRESS BULLETIN

JUNE-JULY
1941

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS, CHICAGO, ILLINOIS

PLEASE PASS ON TO

Dear Local President:

THE stability of the modern home depends on the ability of parents to adjust themselves to the changing conditions of the present social order, at the same time remaining steadfast in upholding sane standards of righteous living. The greatest service the parent-teacher association can bring to this nation is a reaffirmation of its faith and a demonstration of its ability to help establish homes where the right of every child to that love and security which home provides is no longer an ideal, but a standard of American living.

The heartbreaking period of readjustment which followed the first World War, with its lowering of moral standards, its influx of radicalism, its philosophy of defeatism, need not be repeated when the present world-wide struggle for supremacy between two ways of life has stopped. We, the parents and teachers of America, have a very definite part in determining the way in which our children and youth will be able to meet the problems of the future. In the stress and hurry of this accelerated period, we must keep foremost in our minds this fact: that the maintenance of stability in our home and community relationships will depend on our attitude of encouragement and guidance toward our children. This is our investment in the future of America.

Ruth Coleman Dayton

Regional Vice-President
National Congress of Parents and Teachers

FOURTH OF JULY SAFETY CAMPAIGN

THE National Congress of Parents and Teachers is one of thirty national organizations joining with the National Safety Council in a Fourth of July campaign to reduce the accident toll.

It is predicted that the three-day holiday will attract thirty million vehicles to the highways, and that with the added incentive of visiting army camps more people than usual will be traveling. This means not only traffic accidents but fatalities from drowning and from fireworks as America celebrates, ironically, the birth of its independence.

Last July, through a similar campaign, the traffic toll was reduced, and the keynote of this year's drive is "We can do it again!" The nation is called upon to use caution and common sense to stop the casualties, many of which are caused by haste, selfishness, and the desire to attract attention. Especially preventable are accidents from fireworks. Despite widespread legislation against this common cause of blindness and infection, private displays continue, with disastrous results.

POST-CONVENTION NEWS

Elections at the Boston Convention resulted in the following list of new officers and chairmen:

Honorary President—
Mrs. A. H. Reeve
Honorary Vice-President—
Miss Ellen C. Lombard
Regional Vice-Presidents:
Region III—Mrs. Paul H. Leonard
Region V—Mrs. Warren L. Mabrey
Region VII—Mrs. M. D. Wilkinson
(Re-elected)
Region VIII—Mrs. J. W. Bingham
Chairman of Citizenship—
Donald W. MacKay, Jr.
Chairman of Congress Publications
—Mrs. Albert L. Gardner

The new member-at-large of the Executive Committee is Mrs. L. K. Nicholson. Mrs. Newton P. Leonard was named trustee of the Endowment Fund.

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The total number registering at the convention was 1,408, of which 578 were voting delegates and 830 were visitors.

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San Antonio, Texas, will be the 1942 convention city. The dates of the convention will be early in May.

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The September Board meeting will be in Chicago again this year.

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The Board of Managers approved the legislative program of the National Congress for the coming year. It reaffirmed the long-standing position favoring Federal aid to equalize educational opportunity, but amended it to include suggestions for the distribution of funds.

The legislative program was extended to include the following item:

"Endorsement of emergency legislation to provide community services for education, recreation, health sanitation, etc., such legislation to be safeguarded as to the basis for granting funds and the amount to be spent on administration."

THE P.T.A. BULLETIN BOARD

Nutrition

AN IMPORTANT FACTOR IN DEFENSE

Mrs. William Kletzer, National President

IN COMMUNITIES far and wide, social and service organizations are taking upon themselves specific responsibilities in the defense program. These responsibilities will be even more marked as the National Defense Organization assumes definite form under Mayor La Guardia's leadership. Our organization, too, can find specific projects for which we can assume a responsibility, and these projects can be found in the framework of our own program. Government agencies are turning toward national organizations for the necessary volunteers to carry forward certain needed activities. As in the past, our national organization will answer the Government's call to action.

IMPORTANCE TO DEFENSE

The Nutrition Conference held in Washington May 26, 27, and 28 focused attention on an unusually important field of national defense, a field in which we can find an effective place. This Conference pointed out several important things that all citizens should know. Among these are the following facts, which show clearly the discrepancy which exists between the "ought" and the "is," between the ideal and the real order. It is clear, first, that we are not as well nourished a nation as we had assumed; second, that a large percentage of the causes for rejection of draftees can be traced to poor nutrition, especially in childhood. Dietary habits of racial and sectional groups are sometimes the cause of this poor nutrition. A greater production and consumption of dairy products is needed. More home gardens would help to balance the meals of many a family. Better methods are needed for food processing so that valuable food content will not be destroyed. Better methods of distribution are in order.

Clearly evident, too, is the fact that the nation depends upon its manpower for many more services than just the kind of service which the Army and Navy render. For example, the good health of the industrial worker is an important factor in defense. The health of the family is a factor in morale, and the health of America's children is an insurance policy for the future. Yet, the Secretary of Agriculture told the members of the Nutrition Conference that one-fourth of the families *not* on relief have poor diets and that at least three-fourths of the American people have diets that are far from ideal.

MATCHING SUPPLY AND NEED

A number of important ideas present themselves at once whenever one studies this problem of national nutrition. Here are a few: Supplying adequate food to families in the lower economic brackets is essential in keeping up the nation's strength, and every avenue should be explored for matching supply and need. There is need not only for channeling supplies from producer to consumer; there is even greater need for channeling ideas. The scientist, the dietitian, and the physician have information that must go quickly to the homemaker, the worker, and those who prepare food for group feeding. All these needs were discussed at the Nutrition Conference, and from this discussion certain definite projects stood out as peculiarly fitted for our parent-teacher groups to undertake in this great national drive for a better nourished nation. Specifically, each parent-teacher family should

First: Inform itself on the nutritional needs of a family and how to satisfy these needs.

Second: Intensify the study group program in this area of homemaking.

Third: Give greater emphasis to the school lunch program. Children often respond better to diet changes when the group accepts a new diet pattern. School lunches should include milk, fruit, and other protective foods. Maintaining health and efficiency through school lunches is not all a matter of giving the undernourished child one good meal a day; it is also a matter of giving the child hot foods and other foods that do not "carry" well in lunch boxes.

Fourth: Learn to plan and prepare food for large groups. This skill is always useful, and in extreme emergencies and disasters it would make the P.T.A. a very helpful unit of the community.

Fifth: Join your local nutrition councils in an effort to raise the nutrition standards in your community.

CHILD CARE RESERVES

In Great Britain there is an interesting group of volunteer workers known as child care reserves. If the time comes when "reserves" are being enlisted in your community, the parent-teacher association can enlist its members in such a corps. Training is given today for nurses' aids; the time is now here when training should be given for social workers' aids. Such aids could help in caring for groups of children separated from their families and in need of care. This might consist only of day care for children whose mothers were working in defense industries, or in the extreme case it might be for children who needed to be transferred to safe areas. Whatever the circumstances, it is our immediate job to see that our children and our community's children are well nourished. As a second project in defense, let us become aware of all social needs of children and the technique for meeting these needs. England is safeguarding the health and the education of her children even under the rain of bombs. If she thinks this must be done regardless of the effort that is consumed by the war abroad, how much greater is the challenge for us here to carry on and build a better and stronger America!

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REPORT OF THE FINDINGS COMMITTEE

1941 Convention, Boston, Massachusetts

THE National Congress of Parents and Teachers, meeting at this time of crisis, influenced by the historical background of Boston with its age-old emphasis upon the things of the spirit, upon freedom and upon integrity, has caught the vision of the real meaning of democracy and is united in a common determination to strengthen its work for the future of all children.

We realize that in times of national emergency the general good outweighs any individual consideration or any specific organization program; accordingly, we shall meet with intelligence and loyalty any emergency demands which may be made upon us.

We are even more firmly convinced that the purpose of the parent-teacher program remains unchanged, as fundamental to any program of total defense and as essential to the future of our country.

It is for us to strive to perpetuate in home, school, and community those attitudes which will protect the wholesome development of the child and which will prepare him to adjust to a changing world, making such necessary adjustments with discrimination, self-reliance, and sincerity.

The speakers and discussants during the convention have brought out the following points:

1. Good Homes

A good home is the basic unit of value in our social structure. To encourage the highest development of such homes, we recommend:

(a) That every child be assured the essentials of food, clothing, shelter, and health.

(b) That the development of understanding and happy relationships between the members of the family be stimulated by programs of parent education and of education for home and family life.

(c) That the home provide an opportunity for inculcating democratic ideals and practices through shared responsibilities.

(d) That increasing emphasis be given to family recreation.

2. Sound Health

The power of the nation depends upon the health of its citizens. To realize that power:

(a) We reaffirm our support of existing state and Federal programs for maternal and child health and for mental and social hygiene.

(b) We advocate extended emphasis upon nutrition and its influence on growth and development.

(c) We ask that appropriate measures be taken to safeguard young people in training camps, defense industries, and the adjacent communities from the evil effects of commercialized vice.

3. Safety

Children need an environment free from physical hazard. We urge that children be safeguarded from the dangers of traffic accidents, from unprotected crossings, and especially from the menace of the drunken driver; that safety education be provided in the school and safety practices followed in the home.

4. Equalized Educational Opportunity

The public school is an indispensable training ground for good citizenship and should provide for every child an opportunity to develop to the maximum of his capacity. We recommend:

(a) Federal aid for equalizing educational opportunity on a basis of need with a maximum of local control.

(b) Opportunity for the physically and mentally handicapped child in accordance with his abilities and needs.

(c) Recognition of the need of training at the preschool level and provision to meet this need.

(d) Acceptance by the public school, the public library, and other community agencies of responsibility for providing opportunity for adult education.

(e) Adequate instruction in school and home on the effect of alcohol and other narcotics on behavior, on economic efficiency, on highway safety, and on health.

(f) Advancement of an educational program that will insure an enriched cultural background.

(g) Maintenance and extension of normal educational opportunities as a strategic part of the program of total defense.

5. Conservation of Human Values and Natural Resources

In a world beset with totalitarian ideologies the values of individual freedom, individual rights, and individual dignity should be conserved; in a time of world-wide destruction the conservation of our natural resources becomes increasingly important. Specifically, we recommend:

(a) That tolerance be fostered in home and school by a conscious effort to appreciate the background and contributions of other social and racial groups, and by working together zealously to achieve the common human culture embodied in the articles of the democratic faith.

(b) That every child be taught in home and school not only to have a regard for the nation's rich natural endowments upon which depend our national life, culture, and very existence, but to have a general knowledge of appropriate remedial and preventive conservation procedures.

6. Vocational Adjustment

For the individual successful vocational adjustment means satisfaction and independence, and for society, increased stability and production. To the end that all American citizens may achieve economic efficiency, we urge:

(a) That public schools and local communities provide vocational training for youth and install the services of guidance, placement, apprenticeship, and other training on the job.

(b) That the home and the school instill in youth a wholesome attitude toward work and achievement; a feeling of the dignity of labor and of the satisfaction of work well done; and a realization that they may fairly expect only such compensation as is commensurate with the value of the services they have rendered.

(c) That the possibility of commercial exploitation of children and youth be prevented by the enactment and enforcement of adequate child labor laws, by the establishment of standards of employment for young persons and by the regulation of conditions of employment and of school attendance.

(d) That the program of compulsory military training be utilized not only as a preparation for defense, but also as a preparation for citizenship in a time of peace, by including a plan of personal guidance and education to fit youth into the economic and social life of the community at the close of the period of military service.

7. Constructive Leisure-Time Activities

The wholesome development of children and youth is dependent in large measure upon the constructive use of leisure time. To this end we recommend:

(a) That public playgrounds and recreation centers be established in every community.

(b) That schoolhouses and schoolgrounds be equipped and used as community recreational centers under trained leadership.

(c) That library opportunities for rural and urban areas be provided and supported.

(d) That character-building organizations be encouraged.

(e) That high cultural standards be maintained in the development of radio and motion picture programs.

(f) That desirable recreational programs be developed and aided in the vicinity of defense training centers.

(*Continued on page 4*)

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8. Civic Responsibility

The privilege of American citizenship demands acceptance of its responsibilities. We urge:

(a) That all citizens vote intelligently and be willing to serve the interests of the community.
(b) That all information received through our democratic processes of free speech and free press be evaluated with discrimination.
(c) That a sincere respect for law and order be developed by attitude, example, and teaching.

9. Active Spiritual Faith

Religion has a fundamental place in our American tradition as a basic factor in personal and social behavior. Every child has a right to a religious faith. We urge that the guidance of spiritual growth and the development of moral standards be shared by home, school, church, and community.

PLATFORM

WE BELIEVE that the following goals must be reached if every child is to have the opportunity to live a full life, satisfying to himself and useful to his community:

1. Good Homes
A good home is the basic unit of value in our social structure.

2. Sound Health
The power of the nation depends upon the health of its citizens.

3. Safety
Children need an environment free from physical hazard.

4. Equalized Educational Opportunity
The public school is an indispensable training ground for good citizenship and should provide for every child an opportunity to develop to the maximum of his capacity.

5. Conservation of Human Values and Natural Resources
In a world beset with totalitarian ideologies the values of individual freedom, individual rights, and individual dignity should be conserved; in a time of world-wide destruction the conservation of our natural resources becomes increasingly important.

6. Vocational Adjustment
For the individual, successful vocational adjustment means satisfaction and independence, and for society, increased stability and production.

7. Constructive Leisure-Time Activities
The wholesome development of children and youth is dependent in large measure upon the constructive use of leisure time.

8. Civic Responsibility
The privilege of American citizenship demands acceptance of its responsibilities.

9. Active Spiritual Faith
Religion has a fundamental place in our American tradition as a basic factor in personal and social behavior. Every child has a right to a religious faith.

AWARDS OF MERIT ANNOUNCED

REPEATED requests from parent-teacher workers throughout the country for special recognition of state and local achievements in promoting the official magazine of the organization, the *National Parent-Teacher,* were given thoughtful consideration by the Board of Directors of the Magazine during the recent National Convention in Boston. The recommendations of the Directors were approved by the Board of Managers of the Congress, and the following awards were announced for the coming year:

TO LOCAL ASSOCIATIONS—

A Blue Certificate to each local association whose elected officers and school principal (or teacher in the case of one-teacher, rural schools) are subscribers.

A Gold Certificate to each local association in which all elected officers and chairmen of all standing committes are subscribers.

(The subscriptions to be counted are those which do not expire until publication of the April 1942 issue or later.)

TO COUNCILS—

A Blue Scroll to each council in which all the members of the executive committee are subscribers.

A Gold Scroll to each council in which all the members of the executive committee are subscribers and which has at least one subscription in each association in the council.

(The subscriptions to be counted are those which do not expire until publication of the April 1942 issue or later.)

TO STATE BRANCHES—

A Blue Banner to each state in which all state board members are subscribers and in which at least 50 per cent of the local associations have earned the Blue Certificate on or before March 31, 1942.

A Gold Banner to each state in which all state board members are subscribers and in which at least 50 per cent of the local associations have earned the Gold Certificate on or before March 31, 1942.

A Blue and Gold Banner to each state in which all state board members are subscribers and in which 100 per cent of the local associations have earned the Gold Certificate on or before March 31, 1942.

(The subscriptions to be counted are those which do not expire until publication of the April 1942 issue or later. The number of local associations used will be the number shown by the records of the National Treasurer as of April 15, 1941.)

DEFENSE BEGINS AT HOME

YOUR Program Chairman will find the new study program, "Defense Begins at Home," a source of real help. The difficult and time-consuming preliminary task of selecting subjects and securing acceptable materials has all been done by the Congress and by the magazine. The program comes to you professionally prepared and ready for adaptation to the needs of your group. Read again page 4 of the May issue of the *National Congress Bulletin* for complete details and for suggested steps in making "Defense Begins at Home" a vital part of your total program of work.

PRESCHOOL STUDY COURSE

A study course of particular interest to parents and teachers of preschool children has been announced by the *National Parent-Teacher.* This course, "How We Grow," will be presented monthly in the magazine, beginning with the September 1941 issue.

The subjects selected for study and discussion and the dates of the issues in which the material will appear are as follows:

SUBJECTS	*ISSUE*
Preparing for the Newcomer	September
We Begin to Talk	October
A Place of Our Own	November
Whose Home Is This?	December
We Have a New Baby at Home	January
To Play We Go	February
Making Friends	March
We Are Almost Ready for School	April